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ABSTRACT

This paper is premised on the belief that school leaders can influence the climate and culture of schools, thereby affecting student learning outcomes. Leaders for Change, an inservice training program developed and tested by the National Center for School Leadership, was greatly influenced by the thinking of Doug Mitchell, who, in "Principal Leadership: A Theoretical Framework," distinguishes between transactional and transformational leadership styles. Transactional leadership involves an economic, political, or psychological exchange between the leader and the follower. Transformational leadership occurs when leaders and followers motivate each other toward greater aspirations. Mitchell also distinguishes between a settlement culture characterized by standardized work activities and a frontier culture characterized by problem-solving work activities. Four postulates provide the core beliefs for school leaders committed to change: (1) in their relationships with followers, leaders for change inspire them to accept and achieve values-driven, high level goals; (2) leaders use collaborative and inclusive decision-making structures; (3) leaders recognize that school needs are contextual; and (4) leaders evaluate the effects of improvement efforts in terms of a variety of student outcomes. The Leaders for Change program embraces a curriculum promoting these postulates. Translating leadership theory into practice is the goal of the training program. It is expected that the program's emphasis on understanding schools' contextual realities, rather than the particular tasks performed by principals, will assist leaders in developing values-driven leadership, collaborative working relations with subordinates; understanding of contemporary research on teaching and learning, goal setting and plan implementation, and evaluative components of development plans. An appendix outlining the program curriculum is included. (Contains 13 references.) (TEJ)

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Occasional Papers:
School Leadership and Education Reform

OP #8

School Leadership: Encouraging Leaders for Change

by Patty Tucker-Ladd, Betty Merchant & Paul Thurston

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National Center for School Leadership

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SCHOOL LEADERSHIP: ENCOURAGING LEADERS FOR CHANGE

THE NATIONAL CENTER FOR SCHOOL LEADERSHIP - BACKGROUND

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SCHOOL LEADERSHIP:
ENCOURAGING LEADERS FOR CHANGE[1]

THE NATIONAL CENTER FOR SCHOOL LEADERSHIP - BACKGROUND

by Patty Tucker-Ladd, Betty Merchant and Paul W. Thurston

In 1988, the Office of Educational Research and Improvement in the Department of Education awarded a five year contract of $500,000 per year to the University of Illinois (U-C) to create a national center to study school leadership.[2] The three broad objectives which guide the National Center for School Leadership are:

1) producing new knowledge about school leadership, especially as it relates to facilitating teaching and learning;
2) designing training programs and materials - that focus on the improvement of school leadership as well as the psychological environment of schools, and
3) influencing the practice of school leadership and the training of school leaders through local, state, and national policy formation, collaborative exchanges, and the dissemination of information.

The National Center's approach to these objectives is relatively simple and potentially profound. Rather than focus on personal characteristics or attitudes of the leader, we focus on the relationship between the leader and the climate and culture(or psychological environment) of the organization. We believe that a leader can influence the climate and culture of the school and in so doing, affect classroom and student learning outcomes. The contextual factors of the school, district, state, and national policies and norms are important influences on the relationship between leadership, the school organization, and student learning. Student learning is broadly conceived in this model to include learning orientation, learning strategies, achievement behaviors, and student growth.

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[1]This report appears in a special issue, *Educational Administration Quarterly,* Volume 18, No. 3, August 1992.

[2]Originally proposed at a minimum of $1 million per year the funding was divided equally between two centers on leadership, one at the University of Illinois and the other at Harvard University. With the funding for each center at half the proposal level, each center has been forced to reduce the scope of its original proposal accordingly.

The contributions of the National Center for School Leadership in this special volume of Educational Administration Quarterly are intended to illustrate some of the ways the center is satisfying its stated objectives after slightly more than three years of work. The chapters by Maehr, Midgley & Urdan and Krug highlight the production of new knowledge (Broad Objective #1). In their chapter "School Leader As Motivator," Maehr, Midgley, and Urdan argue that school leaders influence the motivation of students and attend to the psychological environment of the school "by inaugurating, supporting and maintaining certain school-wide policies, practices, and procedures" (p.). Preference for classroom and school orientation toward "task-focused" rather than "ability-focused" learning goals is central to this approach. Thus, the challenge to school leadership (for teachers as well as administrators) is to examine school policies, practices and procedures to identify "changes that might enhance the stress on learning, understanding, and problem solving, and minimize the stress on relative ability and comparative performance at the school" (p.). To meet this challenge, principals need to be knowledgeable about curriculum and instructional strategies. In addition, the preference for task-focused school orientation has implications for student initiative and responsibility, student recognition, grouping, and evaluation, as well as organization of the school day and allocation of resources.

In the chapter titled "Instructional Leadership: A Constructivist Perspective," Krug argues that a constructivist perspective is a more promising approach toward instructional leadership than the functionalist perspective currently in vogue. Whereas the functionalist identifies certain behaviors of effective principals, such as walking the hallways and being visible, etc., Krug posits that the constructivist leader plays a critical role in forming the meaning of schooling for students, parents, and teachers. Krug argues that particular activities do not account for success; rather, it is the meaning which is communicated through a variety of activities that is important.

To support the constructivist perspective, Krug describes a research project sponsored by the Center that we fondly call the "beeper study." Briefly stated, this study tracked several principals for two weeks. At five randomly selected times each day, principals were paged and asked to record their activity and the significance or meaning they associated with the activity. The qualitative difference in principals' performance was not explained by differences in their activities, but rather by differences in meaning which they attributed to their activities.

Krug then briefly describes five dimensions of instructional leadership which principals can use to organize their activities, not as functions to be routinely performed, but as meaningful activities aligned with their beliefs. These five dimensions of instructional leadership are: defining mission; managing curriculum and instruction; supervising teaching; monitoring student progress; promoting instructional climate. The richness of Krug's constructivist perspective is in reminding us of the prominent role of the principal in providing meaning to the work of various actors in the school.

The Center's dissemination (Broad Objective #2) objectives are met in a variety of ways, including publication of a quarterly newsletter that is mailed to approximately 20,000 subscribers, publication of technical reports, policy papers, occasional papers[3], and sponsorship of conferences.

Leaders for Change Inservice Pilot Program: Rationale

The remainder of this chapter focuses on one of the activities of the Center directed toward (Broad Objective #2) designing training programs and materials for practitioners. We would like to briefly describe the rationale and activities of this program. Although a description of this topic unusual for inclusion in Educational Administration Quarterly, we view it as an important activity of the National Center and invite your responses to this attempt to influence practice. Your comments can be helpful in the refinement of the program.

During year three of the Center's operation (1990-1991), we developed an inservice training program for principals as a way to realize the basic beliefs or postulates which we espouse. During the 1991-92 school year, a pilot of this program is being offered to practitioners. Upon completion and thorough evaluation, it will be revised for future use. Although the Center is developing this training program, we welcome its use by any school district or state organization committed to inservice education of teachers and principals.

Prior to explaining the program, it may be informative to provide an overview of a conceptual paper on principal leadership by Doug Mitchell, which strongly influenced the

[3]A list of publications available from the Center can be received by writing to the National Center for School Leadership, 1208 W. Springfield Avenue, Urbana, IL 61801 or calling (800) 643-3205. The publication list provides a brief synopsis of each publication and the price of production.

program philosophy. In "Principal Leadership: A Theoretical Framework"[4], Mitchell proposes a four cell matrix for thinking about principals' orientations in different school settings. On one dimension, drawing upon the work of James MacGregor Burns, Mitchell distinguishes between transactional and transformational leadership. Transactional leadership involves an economic, political, or psychological exchange between the leader and the follower. In addition, it is task-oriented, focusing on implementing established programs. Transformational leadership occurs when leaders and followers motivate each other toward greater aspirations. Personal relationships are emphasized to create attractive opportunities for engaging in teaching and learning.

On a second dimension, Mitchell distinguishes between two cultural contexts. A settlement culture is characterized by standardized work activities. A frontier culture is characterized by problem-solving work activities. Figure 1 displays how the four principal work orientations or roles (supervision, administration, management and leadership) are placed on these two dimensions. Supervisors and managers are task-oriented and view teaching as students acquiring skills and preparing for adult life; administrators and leaders are person-oriented and see schooling as engaging students in learning experiences. The supervisor or administrator in a settlement culture, with standardized work activities, uses a style that keeps the usual routine going. The manager or leader in a frontier culture, with problem-solving and informal work activities, expects a more dynamic environment and plans accordingly.

(Insert Figure 1 here)

Figure 2 elaborates principals' different ideas of work role success, depending on orientation. Supervisors define tasks and the staff implements them. Managers see the work setting as more complex, requiring identification of specific problems and development of appropriate programs to solve them. Administrators facilitate the work activities of staff members who have a professional understanding of their responsibilities. Leaders seek change; they assume that problems exist which will not respond to stabilization and routinization, and they use creative approaches to solve them.

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[4]Mitchell, D. (1990). Principal leadership: A theoretical framework for research. Urbana-Champaign, IL: National Center for School Leadership, University of Illinois (U-C). A slightly revised version of this paper appears as a chapter, Mitchell, D. (1991), in Thurston, P. and Zodhiates, P., Advances in Educational Administration, Vol. 2, pp. 217-240. Westport, CT: JAI Press Inc.

(Insert Figure 2 here)

It is important to understand that Mitchell does not prefer one role orientation over another[5]. Each leadership style may work depending on the setting, goals and expectations of the principal and staff. For example, labor-oriented teachers seek task-oriented principals and will view socialization activities as wasteful or unnecessary. Skilled craft-oriented teachers want autonomy, but expect principals to use a transactional approach and perceive person-oriented techniques as unfair and arbitrary. What is important is that compatibility exist between the role orientation of the principal and the orientation of the teachers. Different expectations between the principal and teachers will likely lead to conflict and ineffectiveness. This result follows from a lack of shared beliefs rather than a lack of capacity or willingness to implement good teaching practices. For example, principals may attempt to actively supervise or manage teachers who are accustomed to being independent. Some principals may leave tasks too unclear for teachers who like more definition. In either situation, conflict or uncertainty is likely to occur.[6]

The inservice leadership program developed and tested by the Center is oriented toward Mitchell's concept of transformational leaders. It is geared toward those schools for which change is desired and for which personal relations are valued. It is intended as a way of facilitating the move from a supervisory, managerial, or administrative relationship to a leadership orientation.

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[5] Mitchell deserves extended quotation on this point. "Transactional leadership can increase efficiency and support the dissemination of effective programs and practices. Transformational leadership is required, however, if principals are to produce fundamentally new methods of teaching and learning. Where real innovation is needed, leadership must involve helping students and staff members to change their aspirations and exceptions, to reconceptualize the basis of their working relationships not just their willingness to undertake specific activities." "While it is the basis of significant reform, it is important to avoid romanticizing transformational leadership. Where educational programs and practices are sound, the more mundane actions of a transactional leader are often most appropriate. Moreover, even where changes are vitally needed, in neutralizing some of the most serious threats to innovation or for securing the compliance, if not the understanding, of followers who are unwilling or unable to respond to the higher morality of reform." p. 222.

[6] Wimpelberg employs the Mitchell classification system for principals in his study. Wimpelberg, R. K. Principals' Roles in Stable and Changing Schools, in School Effects: The Roles of Principals, Teachers, and Students Over Time, (Charles Teddlie and Sam Stringfield, eds., in preparation. Teachers College Press).

LEADERS FOR CHANGE INSERVICE PROGRAM

Four postulates provide the core beliefs which we hold central for school leaders committed to change:

1. Leaders for change are transformational in nature, engaging in a relationship with followers that inspires them to accept and accomplish values-driven, higher level goals beyond their own self-interest.
2. Leaders for change use collaborative, inclusive structures in the decision-making processes related to school improvement.
3. Leaders for change believe that school needs and the answers to those needs are defined by the school's context.
4. Leaders for change evaluate the effects of improvement efforts in terms of a variety of student outcomes.

These postulates drive our selection of material and our teaching methodology. Before describing the content of the classroom lessons it is instructive to review the rationale for this program.

Program Rationale

The rationale for the Leaders for Change Program and the four guiding postulates is embedded in historical, anthropological, organizational and educational research on leadership and informed by the wisdom of educational practice.

The first postulate states that "Leaders for change are transformational in nature." Historian James McGregor Burns (1978) first distinguished transformational from transactional leadership by defining the latter as a style in which leaders get things accomplished by making clear the task at hand and providing rewards, such as recognition, increases in pay, and special favors for those staff members who perform appropriately. According to Burns, transactional leaders also use coercive power to penalize employees who do not perform as expected. These exchanges of employee performance motivated by the promise of rewards or the fear of penalties are typical of leader-follower relationships which exist in relatively stable organizations in which there is minimal demand for change. The status quo is maintained as long as the leader has resources needed to "pay" for whatever services are required to keep things running smoothly.

In contrast, transformational leaders, as defined by Burns, do not depend merely on follower compliance, but rather have the ability to motivate followers to accept and accomplish goals they might not otherwise have embraced: "The result of transforming leadership is a relationship of mutual stimulation and elevation that converts leaders into moral agents" (1978, p.4). Transformational leadership involves a relationship that is value-driven and empowered by mutual commitment to use collective energies toward purposeful and meaningful change. In making these distinctions between transactional and transformational leadership styles, Sergiovanni (1990) reminds us that Burns drew from the psychological literature on motivation and personality, specifically, Maslow's (1954) conceptualization of a hierarchy of needs.

In contrast to the embeddedness of the notion of transactional leadership within the psychological literature, Sergiovanni attributes the roots of transformative leadership to phenomenology, symbolic-interactionism, anthropology, ecology, and hermeneutics, including his analysis that "the metaphor of `organizational culture' provides a construct for methods of inquiry and analysis" (p. 9).

Along these lines, the work of Bernard Bass (1985, 1990) dealing with transactional and transformational leadership within organizational settings, was of particular relevance to our design of the Leaders for Change Program. Of specific interest to us were Bass' (1990) three elements of transformational leadership:

-First, charismatic or inspirational leadership in which followers are inspired by, and have confidence in, the judgment of the leader, typically adopting his/her values and sometimes forming close emotional ties to the leaders.

-Second, individual consideration, in which the leader shows concern for and addresses the individual needs of followers, helping them--sometimes in a mentoring relationship--to grow and develop as part of the organization.

-Third, intellectual stimulation, wherein the leader helps followers seek new ways of dealing with challenges, inviting them to be independent problem solvers who will question outdated solutions and use their creativity to develop new ones (Avolio, Waldman, and Einstein, pp. 61-62).

The second postulate states that "leaders for change are collaborative." This statement, reflects the collaborative aspect of transformational leadership as described by Bass and others who have studied leaders in both corporate and educational settings (Deal & Kennedy, 1982; Herzberg, 1966; Peters & Waterman, 1982; Tichy & Devanna, 1986).

As indicated above Mitchell, emphasizes the contextual nature of leadership by discussing the way in which administrators' orientation depends upon their choice of transactional or transformational leadership strategies, and their operation in either a settlement or a frontier culture. The third postulate states that "leaders for change believe that school needs and the answers to those needs are defined by the school's context." This postulate is based on our belief about the importance of context as defined by Mitchell (1991) and as represented in anthropological literature (e.g. Rossman, Corbette, & Firestone, 1988). We view today's educational climate as demanding of change and requiring a transformational style of leadership to meet the new and unpredictable challenges of a rapidly changing, increasingly diverse society.

The fourth postulate, "leaders for change evaluate the effects of improvement efforts in terms of a variety of student outcomes," derives both from literature and the wisdom of practice. Sergiovanni's observation that "this approach is more particularistic in its focus and reflects a higher regard for the practitioner's way of knowing," is most relevant to our attempts to operationalize transformational leadership within educational settings (1990, p. 9). Conscientious practitioners weave theory and practice and rely upon their professional judgments in applying this knowledge to specific educational settings. Public schools, by their very nature, are accountable to the communities they serve. Related to this is the practitioner's need for feedback mechanisms to provide information about the positive and negative outcomes associated with various improvement efforts; consequently we have included a postulate on program evaluation.

Although application of the transformational leadership concept to educational settings has been alluded to by Sergiovanni as well as by Mitchell (1991), neither researcher has attempted to operationalize this concept for instructional purposes. Sergiovanni points out the difficulties inherent in any attempt to train individuals in transformational leadership--"[in contrast to transactional leadership] Transformative leadership...does not lend itself to such training and may be more tacitly known. The situation in preparing school leaders is, as a result, bleak." (1990, p.20). The design and piloting of the Leaders for Change Program attempts to address the thorny issues related to moving from the

conceptualization of transformational leadership to its implementation in educational practice.

Workshop Organization

The Leaders for Change Program is structured to be delivered in eight sessions of six hours per session. In the pilot program, we are working with teachers and principals from ten east central Illinois schools. The schools represent all grade levels, elementary through middle and high school, and range from small, rural districts to schools serving a racially diverse population of 100,000. No schools in this pilot program come from a large urban district. As will be discussed in more detail, the principals are expected to attend all eight sessions while school development teams of 2 to 6 teachers are expected to attend four sessions. Applications to participate in the program required the superintendent's signature, and a $250 fee. Cost of instruction is covered by the Center. The district fee and educational service center payments subsidize the cost of materials, meals, and meeting rooms.

Workshop Content

For those readers interested in a detailed description of the content of the Leaders for Change Program, Appendix A provides a list of objectives and references for each of the eight workshops. A more general description of the content of the workshop sessions is organized around realizing the program's major thrusts, as stated in the guiding postulates.

1. Leaders for change are transformational in nature, engaging in a relationship with followers that inspires them to accept and accomplish values-driven, higher level goals beyond their own self-interest.

Transformational leadership is dealt with in the first two sessions, with Steven Covey's book, Seven Habits of Highly Effective People, serving as a foundation for the administrators' thinking. The primary focus encourages both values-based leadership, and collaborative decision making.

In the first session, participants are exposed to transformational leadership theory, and then study the "Private Victory" portion of Covey's work. The goal here is to help participants see the value of being guided by principle-centered thinking (as compared to

finance-centered, politics-centered, or problem-centered thinking), and assist them in developing their own personal mission statement related to schooling. There is also a focus on time allocation, and participants learn to use a time management system that ensures their personal mission will be addressed in their weekly activities at school.

The second session invites participants to explore the "Public Victory" portion of Covey's work, with an emphasis on the importance of win-win relationships and the power of collaborative, positive action: effective leadership as a "we" rather than an "I" proposition.

2. Leaders for change use collaborative, inclusive structures in the decision-making processes related to school improvement.

Collaboration is addressed in several ways. First, Session Three exposes administrators to strategies for participatory decision making, consensus building, and conflict resolution. They are given models and opportunities to practice techniques of group processing.

Second, one requirement of the program is that participating administrators must work together with a School Development Team to plan, implement, and evaluate school change efforts. This School Development Team (SDT) consists of the administrator and two or three staff members, who attend four of the sessions in preparation for taking a lead role in their building's school improvement activities. SDTs can also include board members, parents, and students, if desired.

Session four extends the focus on collaborative decision-making by incorporating School Development Team members into additional consensus building and conflict resolution activities. In addition, this session provides an opportunity for participants to evaluate the strengths and weaknesses of their teams and to discuss their role in the school change process.

Third, several of the workshops include activities that all SDTs must be carry out in their individual school settings. For example, after session five, SDTs will work with their school's current mission statements. After sessions four and five, SDTs must hold all-faculty meetings for information sharing purposes. And session seven assists SDTs in preparing to conduct a School Analysis with all faculty in their buildings, which will guide the entire school improvement process.

3. Leaders for change believe that school needs and the answers to those needs are defined by the school's context.

Context is addressed in several sessions. In addition to the activities in session four which focus on the context-specific nature of change, context is further addressed in Session five, "Improving Schools for Children" which reaffirms a commitment to school improvement efforts focused on enhancing student learning. The mini-sessions are designed to provide SDTs with an update on the most current thinking about the teaching and learning process.

Session five includes a variety of mini-sessions which introduce teams to various topics and offer information about how to pursue them in depth at a later time. Some of the content in this session is determined by the needs of program participants and may include such topics as goal-setting, team operation, and case studies of change. Other mini-sessions are generated by the Center's leadership team and deal with pedagogical strategies that emphasize student involvement across curricular areas.

In particular, there is emphasis on generating alternatives to the lecture method and designing class assignments requiring students to solve problems and to exhibit the quality. Mini-sessions may include: cooperative learning, questioning techniques, thematic teaching, interdisciplinary studies, multisensory/ multimodal teaching, whole language, writing across the curriculum, Socratic dialogue, philosophy for children, process math, inquiry-oriented science, communication across the curriculum, student project work, process writing, and social responsibility activities.

In addition to the theme of student as "active learner," session five also encourages participants to explore individual and group biases and methods of reducing pre-judgments related to gender, race, class, age, handicap, culture and learning preference. Mini-sessions related to this theme may include: learning styles (cultural styles, sensory modes, brain functioning), integrating multicultural information into the regular curriculum, teacher expectations, multiple intelligences, accelerative/integrative learning, incentive programs and reward systems, home/school connections, and power-oriented classroom discourse.

The design of the program itself, also addresses the context postulate. Participants are required to conduct a School Analysis, set goals, establish a School Development Plan,

implement that plan and evaluate its effects. All of these activities must be based on the individual school's needs and context.

4. Leaders for change evaluaté the effects of improvement efforts in terms of a variety of student outcomes.

Evaluation is addressed twice, in workshops six and eight. Session Six deals with many aspects of measurement, including (a) the importance of measuring change effects in terms of a variety of student outcomes, including both academic and social growth; (b) multiple forms of assessment of student progress to expand educators' thinking beyond traditional measures such as standardized tests; (c) methods for measuring change effects, including hypothesis development, data gathering techniques, and analyzing results for various audiences; (d) the use of action research; (e) issues of ethics and bias in the research process; and (f) interpretation of research results and disaggregation of data. This session is designed to assist SDTs with their research, although technical support from the National Center will be available for consultation during evaluation efforts.

In the final workshop, session eight, SDTs develop a plan for evaluating the effects of the change efforts they have designed. This evaluation component becomes a part of the School Development Plan, prepared for implementation in the year following this training. Follow-up coordination and assistance will need to be identified for the implementation year in each participating site.

Expected Outcomes

The purpose of this leadership training program is to provide inservice designed to assist school leaders in translating theory into practice--to help them utilize current research on leadership, the teaching/learning process, and methods of evaluation as they plan, implement and assess their school improvement efforts. Expected outcomes are that:

(1) administrators will accept and embrace values-driven leadership,
(2) administrators will learn to work collaboratively with their staffs and will use what they have learned in planning, implementing and evaluating change efforts,
(3) SDTs will explore the current research on teaching and learning and will use this information when planning for change in their individual sites,

(4) SDTs will work together with their school staffs to set goals, plan implementation strategies and develop evaluation plans for school improvement,

(5) SDTs and the staffs in their schools will implement their School Development Plans, including the evaluation component, in the year following the training.

This Leadership for Change program is compatible with the theoretical writings of Krug and Maehr, which are constructivist in orientation. Rather than dwelling upon particular tasks or functions which principals must perform to be successful, the emphasis is upon understanding the contextual realities of the school and communicating effectively with teachers, parents and students to articulate and realize the mission of the school.

The next year and a half of the Center's activities will be focused upon refining these theoretical constructs of instructional leadership, elaborating upon their implications for improving practice, raising the policy implications of this research and disseminating the findings to interested publics.

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APPENDIX A

Leaders for Change: An Overview of Eight
Sessions for Principals and School Leadership Teams

Session #1: Transformational Leadership, Part I

Description:

After introducing the concept of and the need for transformational leadership in schools, this session presents the "Private Victory" portion of Covey's Seven Habits of Highly Effective People. The goal here is to help participating administrators see the value of being guided by principle-centered thinking (as compared to finance-centered, politics-centered, or problem-centered thinking). The session also deals with the importance of managing one's time to support the principles one believes in as an educator.

Objectives: Administrators will

- Gain an understanding of transformational leadership and its importance in school improvement efforts.
- Discuss the change process and common barriers to change in schools.
- Gain an understanding of the postulates guiding transformational school leaders.
- Explore the first three of Covey's Seven Habits of Highly Effective People.
  * Be Proactive
  * Begin with the End in Mind
  * Put First Things First

Resources: A partial listing includes

Bass, B. M. (1985). Leadership and performance beyond expectations. New York: The Free Press, Inc.

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Sessions #2: Transformational Leadership, Part II

Description:

Participants explore the "Public Victory" of Covey's Seven Habits of Highly Effective People. The focus here is on leadership as a "we" rather than an "I" proposition.

Objectives: Administrators will

- Explore the second three habits of The Seven Habits of Highly Effective People
  - * Think Win/Win
  - * Seek First to Understand (then to be understood)
  - * Synergize
- Gain an understanding of the collegial process and a confidence in the group process that uses collective knowledge for decision making.

Resources: A partial listing includes

Joyce, B. (Ed.) (1990). Changing school culture through staff development. 1990 ASCD Yearbook. Alexandria, VA: Association for Supervision and Curriculum Development.

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Session #3: Collegial Processes for School Development

Description:

Activities will help administrators prepare for the selection and use of a School Development Team. This team, including the building administrator and three staff members, will accept the responsibility for planning, implementing, and evaluating change efforts in their school. Participatory decision making, consensus building, and conflict resolution are stressed. Techniques for group processing will be modeled and practiced.

Objectives: Administrators will

- Gain an understanding of the differences between traditional hierarchical power structures and empowered structures in schools.
- Explore ways of incorporating collegial structures into their schools.
- Practice group processes for planning and decision making.
- Plan the recruitment and selection of the School Development Team (SDT) for their school.
- Plan the establishment and maintenance of their SDTs.

Resources: A partial listing includes

Cox, G. (1986). The ways of peace: A philosophy of peace as action. New York: Paulist Press.

Fisher, R., & Ury, W. (1981). Getting to yes: Negotiating agreement without giving in. Boston: Houghton Mifflin.

Glatthorn, A. A. (1987). Cooperative professional development: Peer-centered options for teacher growth. Educational Leadership, 45(3), 31-35.

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Oshry, B. (1986). The possibilities of organization. Boston: Power and Systems, Inc.

Slavin, R. E. (1987). Cooperative learning and the cooperative school. Educational Leadership, 45(3), 7-13.

Smith, W. F. (1988). School-based management: Metaphor for motivation. Materials used in workshop for Illinois Principals Association, January 29, 1991, Decatur, IL.

Spencer, L. J. (1989). Winning through participation. Dubuque, IA: Kendall/Hunt.

Session #4: Sharing the Responsibility for School Improvement

Description:

This is the first session in which administrators are accompanied by their School Development Team (SDT). Activities are designed to help School Development Teams conceptualize and operationalize their responsibilities for planning, implementing, and evaluating change efforts in their school.

Objectives: SDTs will:

- Gain an understanding of the ways in which Stephan Covey's Seven Habits can inform their thinking about school change efforts.
- Evaluate the relative strengths and weaknesses of their Team and discuss ways to improve Team cohesiveness.
- Gain an understanding of conditions that make change difficult and apply this to their specific school context.
- Plan next steps in the planning of change efforts in their schools.
- Evaluate their school improvement planning needs, and generate a list of mini-sessions for the next meeting which will address these needs.

Resources: A partial listing includes:

Alexander, M. (1985). "The team effectiveness critique." From The 1985 Annual: Developing human resources. San Diego, CA; University Associates.

Session #5: Improving Schools For Children

Description:

This session is content-oriented, designed to provide SDTs with an update on the most current thinking about the teaching/learning process. The session includes mini-sessions which introduce various areas of interest and offer information about how to pursue each area in more depth later on, if desired. There are two themes incorporated into Session Five.

One theme focuses on the "Student as Active Learner," stressing pedagogical strategies that engage students as active participants in the learning process. In particular, there is an emphasis on alternatives to the lecture method and on class assignments that require students to solve problems and exhibit the quality of their learning. Mini-session content will, to some extent, be guided by the needs and preferences of the participants. Topics that may be explored include: cooperative learning, questioning techniques, thematic teaching (including school-wide units), interdisciplinary curriculum, Socratic dialogue, philosophy for children, math manipulatives, inquiry-oriented science, communication across the curriculum, student project work, process writing, and social responsibility activities.

A second theme emphasizes "Responding to Diversity." This involves exploration of individual and group biases and methods of reducing pre-judgments related to gender, race/ethnicity, class, age, handicap, culture, and learning preference. Mini-sessions could include information in the following areas: learning styles (cultural styles, sensory modes, brain functioning), integrating cultural information into the regular curriculum, teacher expectations, multiple intelligences, accelerative/integrative learning, incentive programs and reward systems, home/school connections, power-oriented classroom discourse.

Objectives: School Development Teams will

- Gain a preliminary understanding of instructional strategies for active student learning.
- Gain a preliminary understanding of ways to deal with student diversity.
- Learn where and how to pursue their areas of interest.

Resources: Resources will depend upon which areas of study are selected for the mini-sessions in this workshop.

Session #6: Methods of Measuring and Evaluating the Effects of Change

Description:

Several ideas are stressed: (a) the importance of measuring change effects in terms of a variety of student outcomes, including both academic and social growth, (b) multiple forms of assessment of student progress to expand educators' thinking beyond traditional

measures such as standardized tests, (c) methods for measuring change effects, including hypothesis development, data gathering techniques, and intended audiences, (d) the use of action research, (e) issues of ethics and bias in the research process, and (f) interpretation of research results and disaggregation of data.

This session is designed to assist SDT members with their research, although technical support from the National Center for School Leadership will be available concerning consultation during evaluation efforts.

Objectives: School Development Teams will

- Review and discuss a wide variety of student outcomes (e.g. academic progress, self esteem, achievement motivation, interpersonal skill development, etc.).
- Discuss possible measures of effectiveness relevant to various student outcomes.
- Explore ways of using effectiveness measures in their own settings (e.g. differences between pre and post measures as indicators of success of change efforts).

Resources: A partial listing includes

Corey, S. (1953). Action research to improve school practices. New York: Teachers College, Columbia University.

Darling-Hammond, L. (1989). Accountability for professional practice. Teachers College Record, 91(1), 59-80.

Finch, F. L. (Ed.) (1991). Educational performance assessment. Chicago: Riverside Publishing Co.

Goswami, D., & Stillman, P. R. (Eds.) (1987). Reclaiming the classroom: Teacher research as an agency for change. Upper Montclair, NJ: Boynton Cook Publishers.

Jackson, E. W. (1990). A useful evaluation report for a student. Illinois Reading Council Journal, 18(1), 33-37.

Lieberman, A. (1986). Collaborative research: Working with, not working on... Educational Leadership, 43(5), 28-32.

Mills, R. P. (1989 May). Portfolios: Capture rich array of student performance. The School Administrator, 8-11.

Mohr, M. M., & Maclean, M. S. (1987). Working together: A guide for teacher researchers. Urbana, IL: NCTE.

Marzano, R. J., & Costa, A. L. (1988). Question: Do standardized tests measure general cognitive skills? Answer: No. Educational Leadership, 45(8), 66-71.

Valencia, S. W., McGinley, W., & Pearson, P. C. (1990). Assessing reading and writing. In G. G. Duffy (Ed.), Reading in the middle school (2nd ed.), Newark, DE: International Reading Association.

Session #7: Assessment of Instructional Programs, Goal Setting, and Establishment of a School Development Plan

Description:

This session is designed to prepare administrators to lead their SDTs in the process of analyzing the current situation in their schools, setting goals based on identified school needs, and developing a plan to fulfill those goals. Administrators will participate in simulations to practice group strategies that facilitate collaborative planning.

Following this session, SDTs will work on their school improvement planning in their own settings for a six week period.

Objectives: Administrators will

- Prepare to work with their SDTs to conduct a School Analysis of the current situation in their schools, based on the five major areas of instructional

leadership identified in the Clinical Strand of the Illinois Administrators Academy:

* School mission (What basic core values drive our program?)
* Curriculum (Are we teaching what we want to/should teach?)
* Instruction (Do our teaching methods serve all students?)
* Student progress (Are students progressing in all areas?)
* School climate (Does the environment promote academic achievement and social development?)

- Prepare to assist their SDTs in setting goals based on their school assessment.
- Prepare to assist their SDTs in establishing a School Development Plan with specific activities, resources required, and timelines for implementation.
- Practice group process techniques for planning school change.

Resources: A partial listing includes

Hirsch, S., & Murphy, M. (1990). The school improvement manual. Oxford, OH: National Staff Development Council.

Illinois State Board of Education. (1986). The principal as instructional leader: A research synthesis. Illinois Administrators Academy Monograph Series, Paper #1.

Rogus, J. F. (1983). How principals can strengthen school performance. NASSP Bulletin, 67, 1-7.

Spencer, L. J. (1989). Winning through participation. Dubuque, IA: Kendall/Hunt.

Sessions #8: Strategies for Evaluating Results of Development Efforts

Description:

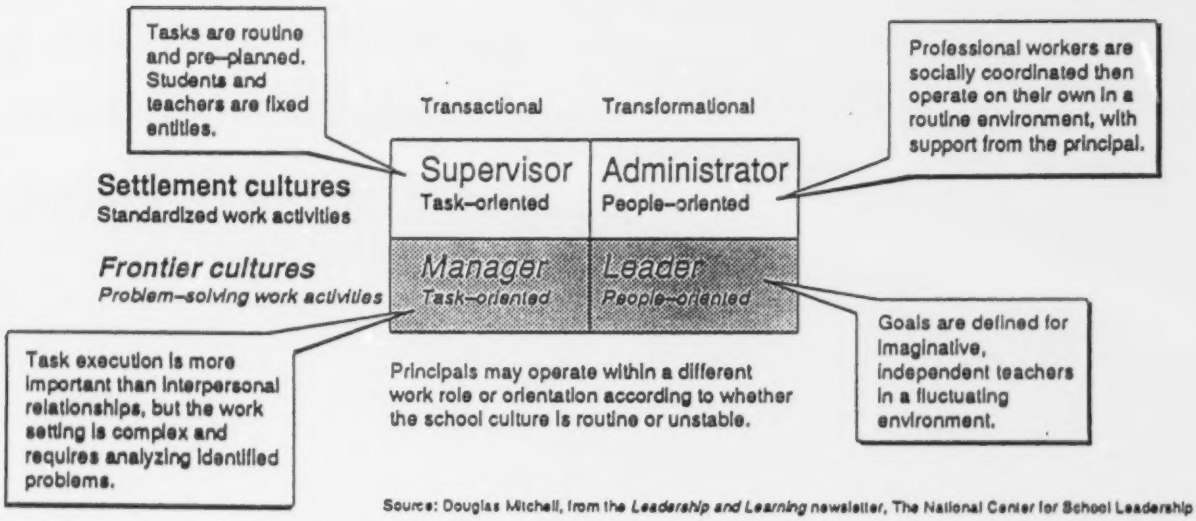
Technical assistance will be provided as SDTs develop a plan for evaluating the effects of the change efforts they have designed. It is assumed that evaluation will be an ongoing part of all School Development Plans. Follow-up coordination will be provided during the year that School Development Plans are implemented.

Objectives: School Development Teams will

- Determine the specific outcomes they wish to achieve through their School Development Plans.
- Determine how they will measure those outcomes.
- Develop a plan to measure the effects of their change efforts, including a timeline for implementation.
- Determine the technical support services they will need to implement their evaluation plans.

Resources: See listing of resources under Session #6.

Principal Orientation Options


Tasks are routine and pre–planned. Students and teachers are fixed entities.
Transactional
Transformational
Professional workers are socially coordinated then operate on their own in a routine environment, with support from the principal.
Settlement cultures
Standardized work activities
Supervisor
Task–oriented
Administrator
People–oriented
Frontier cultures
Problem–solving work activities
Manager
Task–oriented
Leader
People–oriented
Task execution is more important than interpersonal relationships, but the work setting is complex and requires analyzing identified problems.
Principals may operate within a different work role or orientation according to whether the school culture is routine or unstable.
Goals are defined for imaginative, independent teachers in a fluctuating environment.

Source: Douglas Mitchell, from the *Leadership and Learning* newsletter, The National Center for School Leadership

Figure 1

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Principals have different ideas of success in individual work roles			
	Concepts of teaching effectively	**Strategies for improving schools**	**Beliefs about influencing people**
Superior	All teachers can be effective if they implement good standard practices. Teachers are loyal laborers of tasks defined by foreman.	Teacher diligence and conscientious implementation of known lesson structures and agreed upon techniques make schools effective.	Students learn by mastering materials and teachers teach by implementing established programs. Tasks are defined and observed.
Manager	Effective teachers are creative diagnose student learning styles and develop innovative techniques, not routine programs.	Effective analysis and planning solves identified problems. Training and staff development will increase productivity	Task definition is more improtant than nurturing interpersonal relationships.
Administrator	Teachers have a professional understanding of responsibilities. Day-to-day work is highly individualized and not amenable to direct oversight.	Although individual professionals have control over tasks, effectiveness depends on integrating specialized workers into a cohesive team.	Interpersonal dynamics and organization are emphasized. Facilitating and supporting the staff are important.
Leader	Teachers are creative, energetic and deeply engaged in their work. Teaching is like the work of a drama group; audiences and work settings constantly change and the script is continously revised.	Better organization, redefining goals and eliciting full particpation of the staff will improve productivity.	Common commitments are nutured, intense engagement maintained and reative approaches developed.

Source: Douglas Mitchell, from the Leadership and Learning Newsletter, The National Center for School Leadership
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Figure 2

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